



VICTORIA POLICE

ORU – Evidence Gathering Teams (EGT) Course Session Plan

Program Name: <i>Public Order Evidence Gathering Team (EGT) Course</i>	
Centre of Learning/Unit (Session Owner): <i>Operations Support Division</i>	Centre of Learning/Unit (Session Deliverer): <i>Operations Response Unit</i>
Session Name: <i>Introduction to Commentary</i>	
Session Duration: <i>60 mins</i>	Session ID: <i>Session Six</i>
Delivery Location: ☐ Academy ☒ Other (specify): <i>ORU Training Room (Classroom)</i>	
Author Name: 33(1)	V or VP Number: 33(1)
Aim: To provide learners with the knowledge and skills required to conduct commentary when filming	
Learning Outcomes: On successful completion of this session, learners should be able to: <i>1. Use commentary when filming</i> <i>2. Identify where commentary is appropriate</i>	
Resources/Equipment: <i>- Classroom</i> <i>- Computer with mainframe access and MS PowerPoint</i> <i>- Overhead Projector and screen</i> <i>- Seating for all learners</i> <i>- Table or chairs with writing pad</i> <i>- Two trainers</i> <i>- Learners in dress of the day</i> <i>- Writing Pad</i> <i>- Video Camera (one per pair)</i> <i>- Video footage for the practical exercises as stated in PowerPoint</i> <i>- "Introduction to Commentary" PowerPoint</i>	
Pre-session Preparation: OHS Inspection of the training facility completed ☒ Yes ☐ No	

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Comments:

- *Risk Assessment in place for the venue and checked*
- *Health and Safety Check of the working area – Suitable for session*
- *All trainers are first aid qualified*
- *Location of First Aid kits have been identified*

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Session Name: Introduction to Commentary			
Delivery Method	Content	Delivery Resources	Time
Face to Face	During Knowledge Checks and De-briefs consideration should be given to utilising open style of questioning (Who, Why, What, Where, When, How) and Experiential Learning Cycle (ELC) to facilitate learning. Learners should be encouraged to ask questions at relevant times throughout the session. Trainers to meet and greet learners in the classroom. Trainers to make visual check to ensure all officers have appropriate resources (Writing Pad / Pen).		
Face to Face	<u>INTRODUCTION</u> Trainers will introduce themselves and the session Maslow - Trainer will go through relevant points from risk assessment, emergency evacuation procedures, location of first aid kits, welfare etc. Gestalt - Route map of session outlining Aim and Objectives. Knowledge Check - to cover overall subject to ascertain learner's levels of Knowledge / Experience. Open style of questioning (Who, Why, What, Where, When, How).		5 mins
			50 mins

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Group Discussion	Trainer is to present the Power Point titled <i>“Introduction to Commentary”</i> to the learners. Trainer is conduct a knowledge check at the start of every slide and generate discussion by using open style questioning (5wh) to prompt involvement from learners. <u>SLIDE 1</u> Opening / Covering Slide (Nil information) <u>SLIDE 2</u> What is commentary? Trainers should open the discussion to the group surrounding what commentary means to them and how it should be used in a public order setting. Trainers should give examples of various commentators. Commentary should add value to the footage captured and ‘paint the picture’ for the person viewing the footage.	<i>“Introduction to Commentary” PowerPoint</i>	
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SLIDE 3

Commentary Tips

- Evidence gathering commentary is a contemporaneous record of events witnessed by Police officers. The format of commentary should follow the same guidelines as filling in a running sheet or notebook. Get the learners to think of commentary as a running sheet in a different format.
- Be clear and concise when using commentary (this will become evident when learners complete the third scenario).
- Be aware of external noise factors and alter your volume of speech accordingly. Be mindful of this to maintain a clear record of events.
- Keep track of individuals or groups you see on a regular basis, refer to this with commentary (I have seen that male in the red hooded top, jeans and white runners earlier in the day when he was at Federation Square).

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SLIDE 4

Commentary Tips (Part 2)

- Don't talk too much (less is more)
- Don't give your opinion (I believe this to be... I think this is...)
- Avoid guessing (I think his jacket is dark red)
- Keep it simple (KIS Principle)

SLIDE 5

Time

- Should be set from a reliable source (see lesson five)
- Consider using your watch or mobile phone as you will have this item freely available on deployment and can always refer back to this.
- When you start filming you should state the time and location, this will allow you to pinpoint significant events, and maintain continuity during the filming process
- Keep the time format consistent, try and avoid jumping between AM/PM and HOURS format.

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SLIDE 6

Location

- Should be referenced whenever it changes
- Use street names/suburbs/shops/landmarks
- Use North/East/South/West when you are certain of the direction (The group is moving South down Swanston Street, they have just gone through the Bourke street intersection and are continuing South).
- If you are not sure of the direction, don't be afraid of using a landmark such as "The group is walking towards Richmond train station." Avoid guessing, especially when you are unfamiliar with an area, use the surroundings you are sure of.

SLIDE 7

Nicknames

Give a 'nickname' based on something obvious, appropriate and distinguishing. (If person is wearing a Richmond beanie consider calling him "Tiger" or has a distinctive number logo call him "Number 7". Consider something that makes him/her stand out from the crowd and something you will remember in three hours'

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Exercise	time when you see them for a fleeting moment. Don't Guess - Heights, age, ethnic origin and/or colours. – Don't give exact figures if you are not sure of them. With colours use "light shoes" or "dark jacket" if you are not sure. <u>SLIDE 8</u> ADVOKATE (A) Amount of time under observation (D) Distance from subject (a good guess is alright depending on circumstance) (V) Visibility conditions – set the scene (weather, smoke, etc) (O) Obstructions – i.e. shields, vehicles, other officers etc (K) Knowledge of the subject – Known or seen them before (must be sure) (A) Any reason to remember them (nickname, actions/offences) (T) Time elapsed between observations (E) Errors – if you make an error you can correct this (Earlier I stated male one was wearing a Nike top, now I can see it's an Adidas top)		
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Group Activity	<u>SLIDE 9-12</u> Practical Exercise Example – White van driving near Federation Square Play the footage of the vehicle (17 seconds) without any sound, then play the footage reading the following... <i>(Use video footage from G:/ as opposed from the PowerPoint for superior image quality)</i> Trainer to read the following...Learners <i>“1815 hours, Flinders Street near Federation Square, we have a van with registration One Foxtrot Juliet Four Mike Zulu travelling East. The van is a Transit van with various markings on the vehicle. This was seen earlier at the beginning of the demonstration near the state Library at approximately 1600 hours”</i>		
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	Explain to the group how footage could be far less valuable without commentary. You need to bear in mind the person viewing the footage may not be working during the event or have no idea about the relevance of the vehicle. Without the commentary the footage of the van is just footage of the van. Commentary adds value when you add the fact you have seen the van earlier in the day at the event. This footage now gives two time points for the van, even if the footage is only seventeen seconds long. Learners will now complete three different scenarios and provide audio commentary. Play three scenes of footage (approx. 30-45 seconds each) <i>(Use video footage from G:/)</i> Scenario One – Male approaching Police (41 seconds) Scenario Two – Person at a demonstration (120 seconds) Scenario Three – Males at Etihad Stadium (97 seconds)		
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	The lesson will be conducted in both the classroom and via practical exercise. Learners will be asked to watch a video on the projector screen and give commentary as if they were recording the event. Learners will be asked to cover the screen with their hand so there will be no picture available, simulating a broken camera screen. Learners will break into two groups, with the first completing the above exercise whilst the other group leave the room. The groups will then switch places and repeat the exercise. Before the commencement of the third and final scenario learners will be asked to perform a physical activity to simulate commentating under pressure. There should be a noticeable difference in the commentary such as shortness of breath. This should emphasise to learners they need to be clear and concise during commentary and only capture what they need to. The third scenario should simulate EG's needing to get to an incident quickly, whilst capturing the same in a clear and concise manner. After the learners have finished scenario three, playback the footage with the original comment and seek feedback from the learners. Although the original audio won't be available to them at the time, explain how sometimes less is more. The footage will be reviewed in a group format with a heavy emphasis on time and location, clarity of the commentary and whether or not the commentary is factual or opinionated. This is the first time learners will be using commentary whilst filming so we are looking to establish building blocks with their behaviours and instilling time and location into their 'muscle memory'.		
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	Conducting the review in the group format will ensure learning outcomes are shared across the group and as this exercise is non-assessable learners should feel at ease with any mistakes and see these as opportunities for the duration of the course. During the review key learning points need to be emphasised to the group review should be performed in a positive environment. Participation is to be encouraged to create a healthy learning environment.		
	Conclusion The trainer is to conduct a knowledge check with the learners to satisfy themselves all the learning outcomes have been met. Suggested questions could be; - Name three benefits of commentary? - What's the KIS Principle? - Participation in the group discussion (EDIP) THANK THE LEARNERS FOR THEIR ATTENTION AND EFFORTS. GIVE THEM INFORMATION ON THE NEXT SESSION IN THE SEQUENCE.		5 mins

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